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Hints for Teachers

Edited by B. L. Ullman, University of Iowa

The aim of this department is to furnish high-school teachers of Latin with material which will be of direct and immediate help to them in the class-room. Teachers are requested to send questions about their teaching problems to B. L. Ullman, Iowa City, Iowa. Replies to such questions as appear to be of general interest will be answered in this department. Others will, as far as possible, be answered by mail. Teachers are also asked to send to the same address short paragraphs dealing with teaching devices, methods, and materials which they have found helpful. These will be published with due credit if they seem useful to others.

Latin for English

I am well aware that many an experienced Latin teacher will say that it is all well and good for a visionary college professor to theorize about derivative work and other new things in Latin teaching but that there simply is not time to introduce anything more. This attitude is that of the conservative who believes that the Latin teaching of the past is still quite satisfactory and needs no change. If Latin for English is really worth while we should not hesitate to abandon something else if necessary. The suggestion made in the last issue of the "Hints" that three semesters, instead of two, be devoted to the elements of Latin and to easy reading might afford time for the new material. Again it should not be forgotten that many phases of Latin for English are so helpful to Latin itself that no extra time is needed. If by one operation we make Latin function for English and English function for Latin our critics will be forced to admit that we have done very well in the matter of economy of time.

Lantern Slides

In these days most schools are equipped with one or more stereopticons, and many Latin teachers make use of them. Generally speaking, the best as well as the cheapest for classroom purposes is a small portable lantern utilizing ordinary electric current and equipped with a nitrogen-filled bulb.

The use of lantern slides has gone through three stages, each stage making it simpler for the teacher to use slides. In the first stage, the teacher had slides made from such books or pictures as were available. This is still, of course, an excellent plan, but it means work for the teacher and it requires access to a fair body of material in books or pictures. In the second stage, various individuals and companies put on sale large numbers of slides, to be selected by the teacher from catalogues. This also is still a good method of securing slides. The third stage has made things still easier for the teacher. Sets of slides on various subjects most interesting to high-school students have been prepared, with accompanying descriptive text or lectures. In many states sets of slides are circulated free of charge to schools in the state by some educational institution, usually the State University, or by the State Department of Education. For information write to the Latin Department or the Extension Division of your State University. Below I give the

names of some firms from which slides may be purchased. In addition, most of the picture dealers mentioned in the "Hints" for June, 1921, also furnish lantern slides. Prices at present vary so much that I do not quote them. Single slides cost from \$.40 up. Large lots and sets are generally cheaper. Each of the firms has catalogues. The first two have sets with lectures.

Frederick B. Wright, Kensington, Md. (Records of the Past Exploration Society.) Single slides and sets of about 50 slides, on Ancient Rome, Beginning Latin, Pompeii, Mythology, Aeneid, Homer, etc.

Eastman Roman Life Co., Iowa City, Ia. Nine sets of about 50 slides on Caesar, Virgil, Roman Travel, Houses, Wearing apparel, Games, Trades, Mythology. These sets were originally prepared by the late Professor Eastman for Iowa high schools, to which they are circulated without charge by the Extension Division of the University of Iowa.

Williams, Brown & Earle, 918 Chestnut St., Philadelphia, Pa.

G. R. Swain, 713 East University Av., Ann Arbor, Mich. Especially strong in Caesar slides.

Henry Blattner, 411 Benoist Bldg., St. Louis, Mo. Especially for the 45 very interesting views of the Saalburg collection at Washington University (*castra*, tools, etc).

Arthur S. Cooley, Bethlehem, Pa.

Keystone View Co., Meadville, Pa.

Learning Verb Forms

The learning of the 150 forms of the typical Latin verb is the biggest task which the student has to confront in his study of inflections. This very important work should be begun early and many of the forms should be learned as rapidly as possible—more rapidly than most books permit. The importance of the verb in Latin itself and in English derivatives as well leads to this suggestion. Methods of learning verb forms thoroughly and rapidly are always welcome. I have seen several large wall charts prepared by pupils or teachers in which the stems and endings were given in different colors. Pupils cannot help absorbing verb forms if such a chart is constantly before their eyes. Miss Abigail Heaton, of Fairfield, Ia., has written a long poem in English of the fairy tale type in which are related the adventures of two children who come to two trees (which are pictured), called "Porto-Active Voice" and "Porto-Passive Voice." The branches of the trees constitute the various tenses and persons. She reports very satisfactory results with this plan. Mention may also be made of the tablets of Latin Verb Blanks, published by Gaylord Bros., Syracuse, N. Y., from whom a sample may be secured. These blanks have printed on them the names of the tenses, etc., and directions for use. The same firm publishes similar Latin Declension Blanks.

Sentence Analysis

In general, I do not favor the practice of diagramming sentences in the Latin class. It always seems to me that this mechanism is more difficult and cumbersome than the sentence itself. Yet I realize that many teachers will disagree with me. I do favor the device of putting over the separate words their grammatical function, e.g., direct object. This is often a help

in putting together the words of a sentence. Mr. A. B. Reynolds, of the Santa Rosa, Cal., High School, has devised a useful "Latin Construction Chart," published by the Mysell-Rollins Co., 32 Clay St., San Francisco, Cal. It is a tablet, each sheet of which is ruled off for the various important constructions. Each space has its appropriate heading, as Nominative Subject. As a Latin sentence is analyzed each word is put in its proper place. Each sheet has room for all the words in a short paragraph. It strikes me that the tablet is particularly useful for classes or students who are weak in sentence analysis. A weak individual can be required to do chart work until he has caught up with the class. The reverse of each sheet has room for derivatives and definitions, and gives lists of prefixes and suffixes. Mr. Reynolds has also produced a very similar chart for English.

A Week of "Selling" Latin

Many a Latin Exhibit to interest students and parents has been given since the publication of Miss Sabin's manual, *The Relation of Latin to Practical Life*. Latin songs, plays and entertainments are now familiar to all (for lists, see these "Hints" for December, February and May of last year). It remained for the Clinton, Ill., High School, under the direction of the Latin teacher, Miss Abby L. Ross, to combine these in a novel and very useful way. Almost a whole week was given over to a varied program aimed to interest not only students and parents but also eighth grade pupils. The regulation Latin Exhibit was held in the Latin room and the corridor all week. On Monday evening there was a public program, "Muses and Myths," based on an entertainment described in the *Classical Journal* for October, 1920, p. 59. Each muse gave an appropriate song or recitation. On Tuesday evening a Roman banquet was given. On Wednesday afternoon there was a program for the eighth grades, which strikes me as particularly good. Talks on the various values of Latin were made by six Latin students and an English teacher. The titles were not abstract but concrete and personal, e.g., "Why I am Glad I Took Latin," "How Latin Helps Me in Spanish." Five Latin songs gave variety to the program. On Thursday afternoon a Latin play, "Andromeda," was given.

Latin Composition

Professor F. H. Potter, of the University of Iowa, suggests the following method, long used by him and his former pupils:

Pictures can be used as suggestive material for original oral and written composition. For each picture a list of Latin words is made covering the things seen and suggested in it. With this vocabulary, which may be typewritten on a sheet of paper to be pasted on the back of the picture, the pupil is prepared to participate in an oral dialogue on the subject of the picture; or to supplement the formal and more systematic work of the composition book, the picture can be assigned for a carefully written dialogue or description or story suggested by it.

Suitable pictures in great variety can be cut from old magazines. The collections include landscapes, gardens, buildings, forests, lakes, schoolrooms, animals, people, foods, furniture, etc.

A collection of these pictures furnished with vocabularies will afford the basis for a half-hour of Latin conversation at the meetings of the Latin club. For example,

"Quid vides in hac pictura?"—"In hac pictura pueros video." "Quot pueros vides?" "Quid faciunt pueri?" etc.

Such pictures give occasion to use a vocabulary more closely related to the pupil's daily thought than the vocabulary of the formal reading of the traditional Latin course. The emphasis now placed on the relation of Latin to English makes this highly desirable and helps to overcome the sense of remoteness with which the pupil too often regards Latin.

This method puts the emphasis on forms and syntax, where it should be in composition. It also arouses interest because it gives the opportunity for free, individual composition. Such individual composition, analogous to that of the English class, is desirable when hedged in by such precautions as those mentioned. I remember visiting a Caesar class once in which the teacher, a really able and enthusiastic one too, had the students write compositions on any subject they pleased. She had them use Smith's English-Latin dictionary, the most complete available. The result was that they floundered in a vocabulary that was beyond their depth.

Questions and Answers

What foods should be served at a real Roman banquet?

Consult such books on Roman life as Johnston's *Private Life of the Romans*. For a description of a Roman banquet see the *Classical Journal*, I, pp. 201-03, XVII, p. 99. For one of Cato's recipes for cake see vol. X, p. 333.

Will you please send me the names of good translations of Caesar's, Cicero's, and Virgil's works and of places where I may secure them?

Ignoring the "literal" and "interlinear" translations, I mention the following: *Caesar's Gallic War*, translated by H. J. Edwards (with Latin text), in the Loeb Classical Library, New York, J. P. Putnam's Sons. *Cicero's Orations*, translated by Yonge, four volumes, in the Bohn series, London, G. Bell (a poor translation). The orations against Catiline may be found in a somewhat better translation by Herbert E. D. Blakiston, London, Methuen. *Virgil*, translated by H. R. Fairclough (with Latin text) in the Loeb Classical Library, New York, J. P. Putnam's Sons. *Virgil, The Aeneid*, translated into blank verse by Theodore C. Williams, Boston, Houghton, Mifflin & Co.